

DOCUMENT RESUME

ED 078 233

AC 014 409

TITLE In-Service Training for Teachers of Adults.  
INSTITUTION National Association for Public Continuing and Adult Education, Washington, D.C.  
PUB DATE 61  
NOTE 28p.  
AVAILABLE FROM The National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00)  
EDRS PRICE MF-\$0.65 HC Not Available from EDRS.  
DESCRIPTORS \*Administrator Guides; \*Adult Educators; \*Inservice Teacher Education; \*Professional Education; \*Program Planning; Teacher Administrator Relationship

ABSTRACT

Material to aid the director of adult education in conducting three face-to-face meetings with his teachers is provided in this booklet. The booklet is divided into three chapters, each of which outlines a two-hour in-service training meeting. Each chapter is further divided into two parts. Part I of each chapter emphasizes the planning process that ideally should precede each meeting, and Part II outlines an in-service meeting that can be arranged any time during the school year and built around a two-hour or half-day period. Part II is as near being a "packaged program" as is possible while still meeting the specific needs of both teachers and administrators. The chapters of the book are: Meeting No. 1, "Orientation to Adult Education"; Meeting No. 2, "Obstacles to Adult Learning"; and Meeting No. 3, "Selecting Effective Teaching Methods." (DB)

FILMED FROM BEST AVAILABLE COPY



U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY

The  
Co

lic

AC

ED 078233

# IN-SERVICE TRAINING FOR TEACHERS OF ADULTS



PERMISSION TO REPRODUCE THIS COPY  
RIGHTED MATERIAL BY MICROFICHE ONLY  
HAS BEEN GRANTED BY

NEA

TO ERIC AND ORGANIZATIONS OPERATING  
UNDER AGREEMENTS WITH THE U.S. OFFICE  
OF EDUCATION. FURTHER REPRODUCTION  
OUTSIDE THE ERIC SYSTEM REQUIRES PER-  
MISSION OF THE COPYRIGHT OWNER.

Ac014409

**THE NATIONAL ASSOCIATION FOR PUBLIC  
CONTINUING AND ADULT EDUCATION**

**1201 Sixteenth Street, Northwest, Washington, D.C. 20036**

**In this booklet you will find:**

- An introduction which explains how to use this booklet, plus information about how to organize a complete, systematic in-service training program ..... page 3
- An in-service training meeting outline on "Orientation to Adult Education" ..... page 5
- An in-service training meeting outline on "Obstacles to Adult Learning" ..... page 10
- An in-service training meeting outline on "Selecting Effective Teaching Methods" ..... page 18

**The National Association for Public Continuing and Adult Education is America's voice for public school adult education. Professional services offered by NAPCAE include:**

- A broad, interest-oriented program of publications designed to provide specific help to adult educators. (See inside back cover for list.)
- A forum for the exchange of ideas and opinions by the country's leading adult educators—both teachers and administrators. (Through the periodicals.)
- An annual conference to find new answers to new problems. (Write to NAPCAE for dates and place of next conference.)
- The most extensive periodicals program in the entire adult education profession (Active members receive a periodical every week of the school year. Annual dues: \$20.)
- Consultative assistance to members with specific adult education problems.

# **IN-SERVICE TRAINING FOR TEACHERS OF ADULTS**



Copyright 1961

**The National Association for Public Continuing and Adult Education**  
an affiliate of the National Education Association  
1201 Sixteenth Street, N.W., Washington, D.C. 20036

November, 1961  
Second Printing 1965  
Third Printing 1972

Price: \$1.00

Library of Congress Catalog No. 61-17821

## Introduction

THE OUTLINES contained in this booklet have been designed as an aid to adult education administrators who wish to provide in-service training opportunities for teachers in their adult programs. *The basic concept that permeates the training outlines is that education must be directed toward the goal of helping individuals make wise decisions and participate effectively within a democratic system of government.*

It has been truly said that a liberal education comes not only from following a particular course of study in the arts, sciences, and humanities, but also from discovering ways of freeing the human mind and spirit and from helping other individuals to identify and develop the values that are meaningful and beneficial to them in serving society.

Therefore, the emphasis of the outlines is on *shared* decision-making between the administrator of the program and the teachers receiving the training. Special attention has been given (a) to the responsibility of the administrator in planning the in-service training program so that it helps the teacher exercise maximum creativeness and judgment and (b) to the responsibility of the teacher to help adult students exercise maximum creativeness and judgment.

In-service teacher training will never be an *easy* job. To be effective, it must be continuous, be an example of good teaching practices, and be meaningful to the teacher.

A good in-service training program, in short, can take a lot of time. But already overtaxed administrators often find it difficult to devote as much time as they would like to this important job. It is for this reason that the National Association for Public Continuing and Adult Education has developed materials that, when used together, provide a systematic in-service training program.

This booklet is the latest addition to the NAPCAE list of in-service training materials. It provides the director of adult education with tangible help in conducting three face-to-face meetings with his teachers. For those directors who want only ideas and skeletal guidelines for preparing their own meetings, the booklet should be a valuable reference. For the busy administrators who need "packaged programs" which they can put into use at once, it can serve as a step-by-step guide.

The booklet is divided into three chapters, each of which outlines a two-hour in-service training meeting. Each chapter is further divided into two parts. Part I of each chapter emphasizes the planning processes that ideally should precede each meeting. These planning processes involve the teachers to a large degree so that the meetings will be more meaningful to them and so that their needs will more likely be met.

Part II of each chapter outlines an in-service training meeting that can be arranged any time during the school year and built around a

two-hour or half-day period. Part II of the chapters will be particularly helpful to those administrators who, because of time and budget limitations, may find it impossible to involve a committee of teachers in the planning process. Part II is about as close to being a "packaged program" as possible while still meeting the specific needs of both teachers and administrators.

Parts I and II of each chapter, however, have been planned and written interdependently and should prove useful to all directors working in the in-service training area regardless of the amount of time and/or budget they are able to devote to the activity.

It is often difficult for part-time teachers of adults to find time for in-service training activities. Directors must find times which are convenient for their teachers. Some schools lessen this problem by reimbursing teachers for participating in training activities. It does seem advisable to pay teachers the regular teaching rate while attending training sessions and to schedule those sessions on evenings prior to the opening of school or on Saturdays.

Vital as they are, two or three meetings a year obviously do not constitute a well-rounded program of in-service teacher training. In order to provide a basic guide to adult education methods, NAPCAE offers *WHEN YOU'RE TEACHING ADULTS*, a concise, 24-page manual for teachers of adults. It serves as an orientation kit for new teachers, an idea-replenisher for experienced teachers, and a guidepost for self-evaluation for all teachers. The NAPCAE Publications Committee recommends that it be given to every teacher in the program at the beginning of the school year.

*TECHNIQUES for Teachers of Adults*, a four-page, monthly newsletter, gives continuity to the in-service training program by systematically providing teachers with sound, usable techniques for better teaching. *TECHNIQUES* reinforces the face-to-face training meetings and supplements the material in *WHEN YOU'RE TEACHING ADULTS*.

None of the NAPCAE in-service training materials is intended as a substitute for good supervision or for periodic individual conferences between the administrator and the teachers. These personal responsibilities of the administrator are critical to the success of any in-service training program.

But this booklet, if put to work alongside *WHEN YOU'RE TEACHING ADULTS* and *TECHNIQUES*, can make a significant contribution to a planned program of in-service teacher training.

This publication was developed by the NAPCAE Publications Committee, under the chairmanship of Priscilla Rugg. The first draft of the manuscript was prepared by Caroline Barron.

*IN-SERVICE TRAINING FOR TEACHERS OF ADULTS* has been made possible by a Fund for Adult Education grant to the National Association of Public School Adult Educators.



## **In-Service Training for Teachers of Adults**

### **Meeting No. 1, "Orientation to Adult Education"** (First of Three In-Service Training Sessions)

#### **Part I—PLANNING FOR THE FIRST MEETING**

In the outlines of the second and third in-service training meetings, considerable emphasis is given to involving the teachers in the planning of the meetings. Frequently, however, the first in service training session is planned far enough in advance to precede the first meeting of organized classes. In that event teachers often are not available to participate in the planning. For this reason, this first outline is based on administrative planning. The construction of this meeting does try, however, to give teachers a feeling of participation and decision-making which will enable them to assume a major responsibility in preparing for the later conferences.

#### **Part II—SUGGESTED FORMAT OF THE FIRST MEETING**

The times indicated are, of course, arbitrary and can be rescheduled by the local director to meet the schedule set up for faculty meetings within his school.

7:30-8:00 p.m. *Welcome, Introductions, etc.* by director, superintendent of schools, etc.

8:00-8:30 p.m. *Administrative Information*

Administrative details are a primary concern of both new and veteran teachers on adult education staffs. Most teachers will be interested in such things as a review of the procedures to be followed in securing a substitute teacher on (a) a week's notice and (b) a half-hour's notice. Details of record-keeping and policy changes also are important for them to know.

Directors usually will have had such administrative information written and in the hands of the teachers before the time of the meeting, but there are always a few points that seem to need to be emphasized verbally. Lengthy discussion usually will not be necessary for the entire group, however, if the director has done a reasonably good job of getting the administrative procedures worked out in a teachers' manual or other form of routine administrative communication.

It is important, too, for teachers to know something about the background of the adult education program for which they work. To inform them, the administrator might develop a calendar of important dates for adult education in the community, city, and or state. Each important date could be listed, from the date of the first class up to the present.

Teachers should be familiar with the current size of the adult program: the number and location of schools, the number and variety of offerings, the cooperating agencies, and the personnel.

An organization chart showing many of these items graphically and indicating the interrelationship between units can be helpful.

#### 8:30 p.m. *Purposes of Adult Education*

It is important for people participating in any job to have a picture of the over-all operation of which they are a part. It is helpful to see both the immediate purposes and the long-term consequences. But "purpose" is something people must discover for themselves—it is not something that can be handed down from on high. Discussion dealing with "a discovery of purpose" or "the unique characteristic of adult education" or "orientation to the new year"—call it what you will—can be meaningful. It is often helpful for individual teachers to hear other teachers talk about what they find important and significant in adult education and then have an opportunity to think about it themselves.

One means of encouraging discussion is the *spontaneous panel*. A spontaneous panel can be created by having the director of adult education (or the public speaking teacher or anyone else who has the ability to put people at ease and help them express their thoughts) carry a portable microphone into the audience and ask individual teachers such questions as (a) Why do you like to teach adults? (b) What are some of the reasons you think students come to your adult classes? (c) Is there sometimes a difference between surface reasons and more fundamental reasons? (d) How do you think our adult education program makes our community a better place in which to live? (e) How does it make better citizens?

Another means of encouraging discussion is the *informal panel*. Representative teachers from various areas of the school—vocational, academic, avocational, civic education, etc.—can be asked to come to the platform from the audience and then be interviewed or invited to make comments about what being a teacher of adults means to them. Still a third possibility is a *candid microphone* that can be used to give a tape-recorded presentation in which individual students and teachers, who were interviewed during the preceding school year, respond to some of the questions indicated above.

However this introduction to the purposes of adult education is made, it should serve as a thought-stimulator so that each teacher will begin

to think for himself about the large and significant role he plays as a teacher of adults. At this stage he should also be forming a sound philosophic concept of the basic aims and values of adult education. These are basic prerequisites to all the in-service training yet to come.

9:00 p.m. At this point it is important to provide an opportunity for all the participants to talk to each other about their plans and aspirations for the adult education program during the year. Any of the following, three alternate courses of action involving varying amounts of time, can serve this purpose:

1. Members of the faculty go to rooms throughout the building in small groups for the purpose of discussing among themselves some of the issues raised earlier.
2. Members of the group form *buzz groups* within the auditorium or meeting room.
3. Participants are scheduled for five-minute *interview periods* while sitting at their regular places in the meeting room, during which each person asks his neighbors the questions that were raised during the spontaneous panel.

9:30 p.m. Rather than seeking "closure" for this particular meeting—something which would "wrap it up"—it will make better teaching sense if the final moments are used as motivation for what is yet to come. There are several ways of doing this: (a) The director might announce plans for the year's in-service training program. (b) He might seek volunteers to serve on the in-service training committee. (c) He might ask for suggestions from the floor for programs and ideas that could be carried out during the remainder of the school term. (d) He could invite evaluative comments and suggestions on the first meeting. (e) He might seek suggestions for future in-service meetings through a simple written questionnaire such as the one shown below.

#### *Survey of In-Service Training Needs of Adult Education Teachers*

1. What level of Adult Education do you plan to teach? (check one)  
☐ Grades 1-4 ☐ Grades 5-8 ☐ Grades 9-12 ☐ English as a Second Language  
☐ More than one level in a class
2. About what percentage of time do you plan to spend in teaching the following in your Adult Education class?
 

|                            |         |
|----------------------------|---------|
| Math .....                 | _____ % |
| Reading .....              | _____ % |
| Communications .....       | _____ % |
| Social Studies .....       | _____ % |
| Social Living Skills ..... | _____ % |
| Other (specify) .....      | _____ % |
| Total .....                | 100%    |

3. List the textbooks you plan to use. From the following list of factors select the most important ones which influenced each selection and identify them by number next to the appropriate textbook.

*Factors Influencing Selection*

- |                                                   |                                      |
|---------------------------------------------------|--------------------------------------|
| 1. Selected by local Adult Education director     | 8. Part of a comprehensive series    |
| 2. Selected by state Adult Education director     | 9. Appearance and format of textbook |
| 3. Used in public day schools                     | 10. Low price                        |
| 4. Local director's recommendation                | 11. Advertisement in a magazine      |
| 5. Salesman convinced me                          | 12. Exhibit at a conference          |
| 6. Used successfully last year                    | 13. Other (specify) _____            |
| 7. Recommended by another Adult Education teacher |                                      |

*Textbooks*

*Factors influencing selection*

- |          |       |
|----------|-------|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |
| e. _____ | _____ |

4. Will you use standardized tests in your Adult Education classes this year?  
       \_\_\_ YES                      \_\_\_ NO

If YES, who selects them? \_\_\_\_\_

If YES, list the title of each test you plan to use.

- |          |          |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

5. Check each of the following which you plan to use this year:

- |                          |                                        |
|--------------------------|----------------------------------------|
| ___ School library       | ___ Counselor                          |
| ___ Teacher aides        | ___ 8mm film                           |
| ___ Resource specialists | ___ 16mm film                          |
| ___ Flexible scheduling  | ___ Phonograph records                 |
| ___ Tape recorder        | ___ Overhead or opaque projector       |
| ___ Teaching machines    | ___ Unpaid volunteer teachers          |
| ___ Public library       | ___ Educational TV                     |
| ___ Public officials     | ___ Programmed instructional materials |
| ___ Team teaching        | ___ Other (specify) _____              |
| ___ Video tape recorder  | _____                                  |

6. In which of the following areas of knowledge do you need the most improvement? (Rank 1-5 (or fewer), with 1 indicating your greatest need.)

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| ___ Teaching Reading to Adults        | ___ Methods of Teaching Adults    |
| ___ Selection of Materials for Adults | ___ Using Audio-Visual Aids       |
| ___ Adult Psychology and Learning     | ___ Use of Outside Resources      |
| ___ Counseling Adults                 | ___ Teaching Social Living Skills |
| ___ Recruitment and Motivation        | ___ Curriculum Content            |
| ___ Testing and Evaluation            | ___ Other                         |

7. Evaluate your own knowledge of teaching Adult Education as:  
 Excellent      Good      Fair      Weak
8. List the main problems which you expect to face in your Adult Education class this year:  
 a. \_\_\_\_\_ c. \_\_\_\_\_  
 b. \_\_\_\_\_ d. \_\_\_\_\_
9. How will you evaluate your students this year? \_\_\_\_\_
10. What is your sex?      \_\_\_ Male      \_\_\_ Female
11. What is your age?      \_\_\_ Years
12. How many years of full-time classroom teaching experience have you had?  
 \_\_\_ years, elementary  
 \_\_\_ years, secondary  
 \_\_\_ years, other (specify) \_\_\_\_\_  
 \_\_\_ years, TOTAL
13. How many years of Adult Education teaching experience have you had?      \_\_\_ Years
14. What is the highest earned degree you hold? (check one)  
 \_\_\_ No degree      \_\_\_ Two-year college diploma, degree, or certificate  
 \_\_\_ Bachelor's degree  
 \_\_\_ Master's degree      \_\_\_ Beyond master's degree
15. How many Adult Education teacher training courses have you attended?      \_\_\_ Courses, including  
 \_\_\_ USOE Summer Institutes, \_\_\_ State Department of Education Institutes, and \_\_\_ university courses.



## **In-Service Training for Teachers of Adults**

### **Meeting No. 2, "Obstacles to Adult Learning" (Second of Three In-Service Training Sessions)**

#### **Part I—PLANNING FOR THE SECOND MEETING**

In order to help teachers grow, the in-service training experience must be a *learning* rather than a *listening* experience. In everything that is planned, therefore, the question must be asked: "How will this actually involve the participants in an active learning situation?"

#### **Who Will Plan the Second Session?**

A committee of teachers working with the director—

1. Because, in planning, teachers are analyzing needs and searching for solutions.
2. Because they are in close contact with other teachers and their needs.
3. Because the plan which emerges from the cooperative thinking of several teachers is likely to be better than one made by the director alone.

#### **How Does Such Planning Take Place?**

The director invites members of the committee to meet with him to discuss the details of time, place, equipment, and—most important of all—content of the meeting. He invites to the planning session several teachers who are experienced, who are creative in their thinking, and who represent different fields. These might include the humanities and general areas, the vocational arts, and the trades. Ideally, the planning committee should be comprised both of individuals who are trained for teaching and those who are teaching adult classes because of their knowledge of special subject matter. A curriculum consultant from the secondary school or a consultant in teaching methods could give a great deal of help. Obviously, the planning committee must meet well in advance of the training session.

### **What Will the Planning Committee Do?**

The director will explain the purpose of the meeting and the responsibilities involved in planning for an in-service training session. He might, in order to stimulate thinking, ask the question: What can be done in a face-to-face meeting of our teachers that couldn't be done if we gave them a pamphlet to read, an in-service training film to see, or a lesson demonstration to observe? As a result of this kind of discussion it may be presumed that certain *goals* of in-service training will be determined. To determine *content*, the director might then ask what teaching problems are most urgent for members of the committee and their colleagues and which should be specifically selected for the first meeting.

After goals and content have been determined, *method* might be approached by discussing the question: "How can we present these problems in the program in such a way as to actively involve the teachers in learning the skills of teaching adults?" All the methods and techniques known to committee members will probably be discussed: speakers, panels, buzz-sessions, question-and-answer periods, role-playing, exhibits, demonstrations. Which methods shall be selected for this first meeting? Why? How can teachers best be involved in a learning experience? What resource people are available to serve best the specific goals and content of the program? What about evaluation? What does the committee wish to find out? Who will evaluate? Again, how will the teachers be involved in the evaluation? Who will chair the meetings?

Then there are matters of place, time, notices, letters, forms, arrangements for physical facilities, audio-visual materials, and displays. Provision must be made for registration, hospitality, and other details. If small groups are to be used some time during the meeting, how shall these be organized with a minimum of time? What provisions should be made for orienting participants, speakers, panel members, or those directing the location process?

The committee members will undoubtedly want to set up committees to work on specific aspects of the preparation and to make arrangements to meet again to report progress and complete plans.

### **Suggested Agenda for Planning Committee**

- I. Over-all Goals of In-Service Training: What do we want to accomplish by a face-to-face meeting that cannot be done in any other way?
- II. Program Content for Training Session: Teachers' Instructional Problems.
  - A. What will be the purpose of the first meeting?

- B. What are the problems of teachers that should be dealt with?
- C. Is it possible that in selecting one problem, others may be dealt with to some extent at the same time?
- III. Method of Presentation: What methods best contribute to meeting the goals and developing the content?
- IV. Resource Personnel
  - A. Who shall be invited?
  - B. What information do program participants and resource people need to contribute most to the purpose of the meeting?
- V. Involvement of Total Group
  - A. At what point?
  - B. For what purpose?
  - C. Shall groups be formed heterogeneously or according to the subjects taught by members?
  - D. What devices may be used for grouping members and selecting leaders without taking too much time?
- VI. Evaluation
  - A. How can evaluation best be done?
  - B. Should there be evaluation forms to be checked by all participants?
    - 1. For what purpose?
    - 2. What questions should be included?
    - 3. What should be done with the checked forms?
- VII. Individual Responsibilities for Arrangements
  - A. Notices, letters, mimeographing
  - B. Provisions for the meeting place
  - C. Arrangements for items needed, such as platform furnishings, audio-visual materials and operators, displays, books and other materials for ordering or giving away
  - D. Registration
  - E. Hospitality
  - F. Provisions for subcommittees, another meeting of the committee, or reporting progress to the director.

The plan which emerges from the meeting should come close to being one in which the *in-service training needs of the teachers* are given priority consideration. One of the director's key responsibilities in this

kind of planning is to identify the issues and questions which will focus attention on the goal of providing a program that meets real needs and involves the participants in a learning experience to the greatest possible degree. Even before the in-service program gets underway, the committee members and the director already will have been involved in a learning experience of their own and, to this extent, many of the goals of in-service training already are being approached.

#### **Part II—SUGGESTED FORMAT OF THE SECOND MEETING**

The in-service training plan which follows is presented as a possible result of the preplanning recommended above. *It is intended to serve as a guide, not as a model*, with suggestions for small faculties as well as large ones. While the time schedule is 9:00 a.m. to 12:30 p.m., late afternoon and early evening may be preferred. The meeting could start with coffee and a social period at 4:00 p.m., with the first part of the program beginning at 4:30 and concluding at 5:45 for dinner. The training session might resume at 6:45 or 7:00 and conclude by 8:30. If only an evening session is possible, the design could be telescoped into whatever time is available.

9:00 a.m.—*Welcome, Introductions and Discussion of Purpose, Role of Evaluation, etc.*

The director's statement of purpose might be something like this: "This meeting, like the previous one and the one to follow, has been planned by a committee of teachers to (a) help you understand your adult student a little better and (b) help you choose the instructional methods and techniques best suited to the needs, interests, and abilities of your students. Perhaps you will better understand the purpose of your part in today's presentation by a behind-the-scenes visit with the planning committee."

At this point the committee members may, as a means of discussing why the program was planned as it is, recreate a meeting of the planning committee, operate as a panel, or informally describe their deliberations. (Recreating a meeting through role-playing, with its opportunities for realism and for identification of the difficult problems of the members of the planning committee is an excellent vehicle for immediate involvement.)

If evaluation techniques are to be used, mention should be made of it during this time.

The next step is to introduce the basic content of the in-service training meeting. In this outline, it is assumed that the committee chose a speaker to provide a quick review of some of the problems which confront the adult leader.

9:20 a.m.—*"Obstacles to Adult Learning"—a Presentation by a psychologist, curriculum specialist, counselor or other person competent in this area.*

This talk would include a discussion of such potential obstacles to full and effective learning as the unclear expectations of the learner, conflict of student goals in relationship to the teacher's goals, fear of failure, failures in communication between teacher and learner, the learner's and teacher's conflicting images of themselves and each other, and any other obstacles which the speaker regards as important. If time permits, a reaction to this presentation by an experienced teacher often will lend interest and additional insight into the topic.

9:45 a.m.—*Small Group Discussions*

Directions to audience by the chairman: "Beginning at my right, count off from 1 to 8; then start over again.

—When this is done—Now, all the 1's collect in one group in the northeast corner of this room, and the 2's in the southeast corner, the 3's . . . . . " etc. (When the groups have been formed—) "The person in each group nearest the speaker's table (or any other arbitrary designation) will be the leader. You will discuss the ideas presented by the speaker, raise questions for clarification, state any disagreement, and make pertinent comments. Select one or two of these points to be presented by the leader. You will have 15 minutes and may continue during the coffee intermission." Division into discussion groups may, on the other hand, be based on subject matter.

9:55 a.m.—*Coffee: Group Discussions Continued*

10:20 a.m.—*Questions and Comments*

Chairman: a member of the planning committee

Group leaders and speaker

(Leaders and speaker seated on the platform)

Each group leader raises *one* question for the speaker's reaction or presents *one* comment for discussion.

10:50 a.m.—*Panel Discussion*

Chairman: a member of the planning committee

Subject: The Adult Student and the Teacher

Panel members: A coordinator or the director, the speaker of the earlier session or a similarly qualified person, a teacher, and a student

The chairman might state the subject and introduce the panel members. He might develop the discussion by asking questions to clarify or expand points made by the discussion participants. He will moderate the discussion which follows at 11:20 a.m. Several subject matter possibilities are listed for several of the panelists, from which each may select his specific topic.

- (5 minutes) 1. Director or Coordinator  
Variations in age, education, experience and goals of adult students. Necessity for knowing them as individuals.
- (10 minutes) 2. Psychologist, Counselor, Curriculum Specialist  
Some of the things that promote or hinder learning.
- (10 minutes) 3. Teacher  
How to develop classroom climate.  
(or) Role of the teacher as leader.  
(or) Means by which students learn to identify their own goals and plan cooperatively for achieving them.
- ( 5 minutes) 4. Adult Student  
Why he enrolls in an evening class.  
What the student brings to the adult class.  
What he hopes to get from the class.  
Why he may drop out.

11:20 a.m.—*Discussion*

Questions and comments from the floor directed to panel members.

11:50 a.m.—*Evaluation* by the evaluation team

At this point in the in-service training program, it may be most important to have a session on evaluation. This will serve two purposes. First, it will provide information for the director and the members of the committee on how well they have succeeded in meeting the real needs of the members of the instructional staff. *Even more important*, however, is the fact that, since this first in-service training program is about the learning process, the opportunity for the participants to think logically and systematically about their own learning may prove to offer the most insight and be the most useful part of the entire in-service training program. In other words, evaluation can become an integral part of learning in the in-service training program.

To carry out this part of the training program successfully, it will be necessary for the planning committee to have selected in advance a team of three or four individuals to head the evaluation aspect of the program. At the start of the meeting it should be made clear who the members of the team are and the methods by which they will work. If this is not done, some of the participants are apt to look upon members of the evaluation team either as well-intentioned "spies" or as individuals who will be making value judgments about how people learn or participate—judgments that can obviously be made only by the participants themselves. If the evaluation team is seen as a group of in-

dividuals charged with the responsibility of helping the participants learn about their own learning, any potentially negative reactions usually can be avoided.

The evaluation team might include teachers who know how people work together and who have a working understanding of how learning takes place. They will be members of the small group discussions or they will visit the groups, listen to what participants say, observe reactions to speakers, and form preliminary judgments concerning how well both the planners and the members of the training session have realized their expectations.

At this point in the session, they might report their observations on the extent and nature of participation as they see it. They might make observations on a number of questions, such as the following: Are participants encountering blocks to learning? What are they? Did anything happen during the meeting (not only what was said but also what participants did) that may hinder learning? There should, of course, be opportunity for the groups as a whole to comment on these hunches of the evaluation team.

12:20 p.m.—*Announcements by the director*

Directions for checking evaluation forms. (See following copy of suggested form.) The director, or other chairman, should explain that the evaluation form will be used to guide the planning for the next meeting, and he should designate individuals to collect them.

**Suggested Form for Evaluation**

I teach (name the subject) \_\_\_\_\_

No. of years experience teaching adults: \_\_\_\_\_

No. of years experience teaching in: Elementary School: \_\_\_\_\_

High School: \_\_\_\_\_ College: \_\_\_\_\_ Other: \_\_\_\_\_

I received most help in today's meeting from: \_\_\_\_\_

What was there about the above that made it useful? \_\_\_\_\_

What blocks to your learning were there? \_\_\_\_\_

What helps to learning? \_\_\_\_\_

If you would like to participate in another in-service training session,  
what topic do you suggest be presented? \_\_\_\_\_

Suggestions for: TIME \_\_\_\_\_

PLACE \_\_\_\_\_

Further comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This form need not be signed.



## **In-Service Training for Teachers of Adults**

### **Meeting No. 3, "Selecting Effective Teaching Methods"**

**(Last of Three In-Service Training Sessions)**

#### **Part I—PLANNING FOR THE THIRD MEETING**

This third meeting has been designed on the premise that the ideas and suggestions submitted by participants in the second meeting will be conscientiously used by the planning committee in developing the third session. Since it is important that a publication of this kind have a specific outline of what a series of in-service training programs might be like, the organization of a third meeting is given in as much detail as it was in the second plan. It has been necessary for the authors to *assume* many comments which might have been made on the evaluation forms used in the second meeting. Actually, therefore, the format of the third meeting may be quite different from that which follows. In this case, Part II of this section will be helpful only as a point of reference. On the other hand, directors who do not find it feasible to involve members of the staff extensively in the planning may find the outline of the in-service training program, as presented here, a useful design to adapt to their own purposes.

The director of adult education or other individual who has the responsibility for this meeting should again invite a committee to assist with the planning. The membership of the committee this time may be drawn from the leaders and other participants in the second training session as well as from individuals who made particularly perceptive or helpful comments on their evaluation forms.

The committee will have the evaluation forms available as a basis for planning. These should provide considerable insight into the learning process (particularly obstacles to learning), indicate problems for discussion, and give information about preferences with regard to time and place.

The suggested agenda below may be helpful in conducting the meeting of the planning committee.

### ***Suggested Agenda for Planning Committee***

- I. Time and Place of Third Meeting
  - A. What preferences have been indicated?
  - B. What changes are desirable and feasible?
- II. Program Content To Be Presented
  - A. What problems appear most frequently on evaluation forms?
  - B. How many and which problems can be worked out in the light of available resources?
- III. Method of Presentation
  - A. Which "blocks" and "aids" to learning were mentioned most frequently on the evaluation forms?
  - B. What implications for selection of methods do these evaluation data reveal?
  - C. What resource persons are available?
- IV. Evaluation
  - A. What were the strengths and weaknesses of our previous evaluation procedure?
  - B. Do we need to make any changes?
- V. Individual Responsibilities
  - A. For arrangements regarding place and food.
  - B. For acting as chairman, moderator, evaluator.
  - C. For securing resource personnel.
  - D. For displays, audio-visual materials.
  - E. For registration and hospitality.

The in-service training plan which follows is presented on the assumption (a) that selection and proper use of teaching aids was the subject most often indicated as the preference by teachers on the evaluation form checked at the second session; (b) that the greatest *help* to learning was the opportunity to ask questions, to make comments, etc.; and (c) that the greatest *block* to learning was the lack of clarity, not being sure what was going on or why. The planning committee may develop a different and more suitable plan; as is true of the previous material in this publication, the plan presented here is intended to serve as a guide—not a model.

## **Part II—SUGGESTED FORMAT OF THE THIRD MEETING**

### **9:00 a.m.—Welcome, Introductions, and Statement of Purpose**

The chairman might be one of the members of the planning committee. Chairing a meeting provides an opportunity for growth on the part of the teacher and provides an opportunity for the director to become a participating member of the group. The statement of purpose might be developed from the introductory paragraph on page 10 of the NAPCAE publication, *When You're Teaching Adults*, which makes a number of relevant points:

There are many methods and techniques of instruction.

These should grow out of change in the situation.

Selection of method should be based on relationships developed with the group.

The method should be selected that holds the greatest promise of meeting the needs of the students.

Because of the use of the evaluation forms it can be assumed that the participating teachers have more initial involvement in this meeting than in the preceding one. Indeed, they can be assumed to have been an important part of the planning process and are entitled to see to what extent their ideas and comments have been useful to the planning committee. Therefore, the planning committee as a group or one of its members might be asked to show how the plan of the meeting was affected by the evaluations of the teachers. In view of the purposes of the meeting, this initial general session might use visual methods, such as, projection of evaluation data or mechanical audio methods, such as a tape recording of an interview between a new teacher and a member of the planning committee.

The committee may have decided that the material selected for this training session can be presented more effectively by the use of demonstrations. In this case, the presentation will conclude with that explanation and with instructions given by the chairman.

### **9:15 a.m.—Demonstrations**

There are different kinds of teaching devices that can be demonstrated as part of an in-service training program. Among these are the following:

1. Projectors of transparent and opaque materials
2. Devices for recording and playing back sound
3. Bulletin boards, flannel boards, and chalk boards
4. Maps, globes, charts, and other illustrative materials
5. The indexing and reference materials of the school library
6. Radio and television programs
7. Teaching machines

It probably would be well to acquaint teachers generally with whatever range of instructional materials are available within the school or community, and it probably would not be feasible to attempt to train them during a short in-service training program in how to use more than one or two effectively.

For this reason, then, the planners of a program designed to acquaint teachers with teaching tools must make the decision whether they are going to (a) provide a "cafeteria" of offerings of all devices with teachers permitted to choose the one or two (depending upon time schedule) devices they would like to learn about in detail or (b) make an advance administrative decision assigning teachers to attend programs in variously designated areas.

If the "cafeteria" approach is used, it will be necessary to ask teachers to sign up ahead of time for the demonstration of their choice so that groups of approximately the same size can participate in all the demonstrations. If the decision is made to schedule two or three demonstrations and have all teachers attend all demonstrations, the problem of scheduling often can be taken care of easily by providing teachers with different-colored name tags as they register. Scheduling then can be blocked out in terms of corresponding colors of the name tags. It is recommended that, whatever scheduling device is used, the teachers have at least 25 minutes in each of the demonstrations to observe, to question, and to practice using the equipment or teaching materials made available to them as part of a particular demonstration. Five minutes should, of course, be allowed for moving from place to place. Ideally, it is probably better to schedule all the demonstrations in different rooms—particularly if audio devices are being used or if darkened rooms are required for the demonstration of some of the visual devices. If it is necessary to use parts of large rooms, like the cafeteria or gym, each demonstration should be clearly designated by appropriate signs.

(To save time, the above instructions could be mimeographed and guides provided to steer the touring groups. See following instruction sheet.)

This schedule may include a bell signal at the end of each demonstration, or it may be more informal. If the total group is small the latter situation might be preferable.

An alternative to this procedure would be to have a symposium in which each person on the program would demonstrate the use of selected equipment to the entire group. For a small number of people, it might prove more practical than it would for a large group where there would be less of the face-to-face situation and, perhaps, some time lost in rearranging equipment.

It is very important that the individuals responsible for the demonstrations do considerable advance preparation and that they be given maximum help in preparing for their part of the in-service training

program. So that there may be some kind of continuity between the demonstrations, it is suggested that each of the individuals responsible be asked to develop his presentation along the following lines:

1. Kinds of teaching goals or learning needs that can best be met by the kind of equipment to be demonstrated.
2. If a mechanical device is involved, specific instructions on how to use the equipment. If at all possible, a printed summary of these directions should be provided.
3. A clear explanation of the administrative routines to be followed in making use of these devices. (Sometimes, as a result of in-service training on the use of instructional devices, the red tape which sometimes inhibits teachers from using these materials has been cut and thus an important by-product of in-service training has been developed.)
4. An opportunity for some member of the group actually to repeat the processes illustrated by the demonstrator (finding the answer to a question in a reference book, threading a projector, following learning processes in a "scrambled textbook," etc.).
5. Questions and comments from members of the group.

#### ***Instruction Sheet for Visiting Demonstration Groups***

|               |      |                |                        |
|---------------|------|----------------|------------------------|
| Demonstration | I.   | Room . . . . . | —Film Projectors, etc. |
| "             | II.  | Room . . . . . | —Tape Recorders, etc.  |
| "             | III. | Room . . . . . | —Bulletin Boards, etc. |
| "             | IV.  | Room . . . . . | —Maps and Charts       |
| "             | V.   | Room . . . . . | —Libraries             |
| "             | VI.  | Room . . . . . | —Radio and TV          |

Each group will observe for 25 minutes. Participants will then move on to the next demonstration for which they signed up until all groups have visited each demonstration project.

11:15 a.m.—*Coffee*

11:30 a.m. *General Session*

Chairman, a planning committee member

Those in charge of the morning's demonstrations and other resource individuals with skills or experience not called upon in the demonstration may constitute a platform group to serve as a panel to discuss the four questions about the selection of method quoted from *When You're Teaching Adults* (mentioned earlier in this chapter on page 20).

12:00 noon *Evaluation and Summary*

The evaluation committee will be introduced by the chairman of the training session. The chairman might present for discussion such questions as the following: Were the teachers actively involved in a learning situation? Were they more involved than they would have been had they watched a teacher-training film or read some articles about teaching? If so, what made them feel that way? Are they likely to remember when they next meet their classes how it feels to be a learner themselves? Have they learned anything about selecting techniques and materials for specific situations?

Following this discussion, the chairman may ask the audience to check their evaluation forms and hand them to a specified person. (See page 17 for suggested form.)

## BIBLIOGRAPHY

- Bergevin, Paul; Morris, Dwight; and Smith, Robert M. *Adult Education Procedures*. New York: The Seabury Press, 1963.
- Cass, Angelica W. *Basic Education for Adults*. New York: Association Press, 1971.
- Kidd, J.R. *How Adults Learn*. New York: Association Press, 1959.
- Knowles, Malcolm. *Modern Practice of Adult Education*. New York: Association Press, 1970.
- Luke, Robert A., and Ulmer, Curtis. *How to Train Teachers to Train Adults*. New Jersey: Prentice-Hall Adult Education Series, 1971.
- Marshall, Jon C., and Copley, Patrick O. "Problems of Adult Basic Education Teachers." *Adult Leadership*, June 1967.
- Miller, Harry L. *Teaching and Learning in Adult Education*. New York: MacMillan Co., 1964.
- Morgan, Marion; Holmes, Glen; and Bundy, Clarence. *Methods in Adult Education*. Evanston, Ill.: The Interstate Printers and Publishers, 1960.
- Pearce, Frank C. *Characteristics of Teachers and Methodology in Adult Basic Education*. Modesto, California: Modesto Junior College, 1966 (mimeographed).
- Snow, Lauren F. *Guideline for Teaching the Under-Educated Adult*. Topeka: State Department of Public Instruction, 1966.
- Southeastern Region Adult Basic Education Staff Development Project. *Readings in Staff Development*. Atlanta, Ga.: Southern Regional Education Board, 1971.
- Ulmer, Curtis. *Teaching the Disadvantaged Adult*. Washington, D.C.: The National Association for Public Continuing and Adult Education, 1969.

If this book has been helpful, you may be interested in other titles published by NAPCAE for teachers and students:

**ADMINISTRATION OF CONTINUING EDUCATION**

Hardbound, \$8 #758-01058  
Softbound, \$6 #758-01060

**TEACHING THE DISADVANTAGED ADULT**

Single copy, \$2 #751-01062

**COUNSELING AND INTERVIEWING ADULT STUDENTS**

Single copy, \$1 #751-00796

**HOW ADULTS CAN LEARN MORE - FASTER**

Single copy, \$1 #751-00724

**TEACHING READING TO ADULTS**

Single copy, \$2 #751-00704

**A TREASURY OF TECHNIQUES FOR TEACHING ADULTS**

Single copy, \$1 #751-01294

**SECOND TREASURY (1970 edition)**

Single copy, \$2 #751-01380

**WHEN YOU'RE TEACHING ADULTS**

Single copy, \$0.4 #751-00798

**IN-SERVICE TRAINING FOR TEACHERS OF ADULTS**

Single copy, \$1 #751-00728

**ADULT BASIC EDUCATION: A GUIDE FOR TEACHERS AND TEACHER TRAINERS**

Single copy, \$5 #751-01364

**IMPACT**

Single copy, \$1 #751-01298

**SOCIAL LIVING SKILLS**

**CONSUMER EDUCATION**

\$20 each #388-11828

**HEALTH AND NUTRITION**

\$29 each #388-11830

**PRACTICAL GOVERNMENT**

\$20 each #388-11832

**PERIODICALS**

**PULSE of Public School Adult Education**

Annual subscription, \$5 #758

**SWAP SHOP for Administrators**

Annual subscription, \$5 #75A

**TECHNIQUES for Teachers of Adults (includes Associate Membership)**

Annual subscription, \$5 #75C

**PUBLIC SCHOOL ADULT EDUCATION**

**ALMANAC**

\$5 to Associate Members; \$10 to nonmembers #750-01374

Publication discounts on quantity orders of the same title: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Postage will be added to billed orders. Payment must accompany orders of \$2 or less.

**NAPCAE MEMBERSHIPS**

• **ACTIVE MEMBERSHIP (\$20 a year)**

Members of staffs of publicly supported adult education programs (present or former) and anyone who supports the purpose of the Association, which is to give leadership to the development and implementation of public continuing and adult education, may become active members. Includes subscriptions to PULSE, SWAP SHOP, and TECHNIQUES (annual subscription fee, \$5 each).

• **ASSOCIATE MEMBERSHIP (\$5 a year)**

Membership designed specifically for TEACHERS of adults to acquaint and affiliate them with the Association. Includes subscription to TECHNIQUES (\$5 per year).

• **SUBSCRIBERS SERVICE (\$20 a year)**

Includes subscriptions to all publications and services received by Active Members, except the right to vote and hold office. Anyone may subscribe.

• **EMERITUS MEMBERSHIP (\$5 a year)**

Open only to former Active Members who have retired. Emeritus Members may attend the annual conference without payment of a registration fee and receive all newsletters, as well as other rights and privileges of the Association except that of holding office.

• **INSTITUTIONAL MEMBERSHIP (\$50 a year)**

Includes two sets of all regular publications. Each Institutional Member is entitled to designate one individual to represent the Institution as an Active Member of the Association.

• **GRADUATE STUDENT MEMBERSHIP (\$10 a year)**

Open to full-time adult education graduate students. Includes same privileges as active membership.

FILMED FROM BEST AVAILABLE COPY



The National Association for  
Public Continuing and Adult Education

ERIC Clearinghouse

JUL 10 1973

on Adult Education